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ABSTRACT

This annual report indicates the status of each department and division at Forest Park Community College, a predominantly black, inner-city, two-year college in St. Louis, Missouri. Each department or division reports its goals for 1974-75, assesses the level at which each goal was achieved, and presents its goals for 1975-76. The departments and divisions reporting here include: (1) Afro-American studies; (2) business; (3) general curriculum; (4) humanities; (5) life sciences; (6) physical education; (7) physical science; (8) social science; (9) continuing education; and (10) instructional resources. (DC)

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A REPORT TO THE FACULTY

FROM THE OFFICE OF INSTRUCTION
FOREST PARK COMMUNITY COLLEGE

June 1975

FOREST PARK COMMUNITY COLLEGE
JUNIOR COLLEGE DISTRICT OF ST. LOUIS-ST. LOUIS COUNTY, MISSOURI
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

Introduction	1
Afro-American Studies	2
Business Division	4
General Curriculum Division	8
Humanities Division	11
Life Science Division	24
Physical Education Division	29
Physical Science Division	33
Social Science Division	46
Continuing Education	56
Instructional Resources	58

INTRODUCTION

It is the intent of the Office of Instruction to constantly communicate with faculty at Forest Park Community College. In an effort to do so, we have compiled our Instructional Annual Report for your information. This is our fifth year of publication and we would encourage the reader of this year's annual report to look over the previous four years' reports to note the progress. Many hours have been spent on the part of Department/Division Chairpersons and by Division Secretaries to compile this report, and to all of them the Office of Instruction is indebted.

Not only is the 1975 Annual Report a compilation of past accomplishments but in many areas it represents our plans, objectives and goals that have been or will be implemented using the Key Factor Analysis and Participative Management procedures.

This report also deals with goals and objectives not met and accomplishments not yet realized. We feel, however, that we have provided meaningful instruction, through individual contact and classroom contact, to meet the needs of thousands of students during 1974-75.

As always, we would appreciate your comments, suggestions, concerns that you would like to share with the Office of Instruction after reading this report.

AFRO-AMERICAN STUDIES

The 74-75 year has revealed a surprisingly positive upturn in Afro-American Studies Program. Nearly all courses were filled this year with an overall average enrollment of 33 per class. This year the Afro-American Studies Program offered courses in:

Modern Black Writers; Black Humanities; Black History African History I; Introduction to Sociology; General Psychology; Black Philosophy; and Black Art.

Nearly half of the course offerings were made available to night students. Over 1200 students were enrolled in the Afro-American classes.

Staff

The Afro-American Studies Program is comprised of one full-time administrator, one full-time administrative clerk, two full-time instructors, two full-time (shared) instructors, and five part-time instructors. The overall morale and performance of staff in developing and achieving program goals and objectives were outstanding.

Goals and Objectives

The Afro-American Studies staff developed goals and objectives for the year which encompassed:

1. Increased student faculty communication in course planning and development.
2. More diverse class scheduling.
3. More varied teaching styles to accommodate student learning styles.
4. Increase in student enrollment.
5. Closer communication and articulation between and among Divisions.

6. Closer relationship with Administration.

7. Development of other Afro-American courses.

The over-all departmental accomplishments could be said to have been good. However, the staff felt that at this time the proposed modularization of courses would not be appropriate. Nonetheless other patterns were deemed a desired direction, i.e., seminars, mini-courses, and workshops.

The instructors in the program used varied approaches to meeting students needs. There was significant increase in the use of audio-visual materials, the use of supplemental materials and resource persons. There was significant energy and consideration given to the development of measurable departmental goals and objectives. The high involvement of individual faculty with counseling, advising, and helping individual students is a plus and contributed immensely to increased faculty and student morale.

Projections

1. Seminars and workshops in Afro-American Studies.

2. The implementation of Introduction to Afro-American Studies course as a Special Problem Course.

3. Continued involvement and work with other divisional and departmental areas.

4. To maintain the increased student enrollment.

5. To encourage Divisional support for the program; i.e., the inclusion of selected courses as Divisional requirements.

The next academic year, 75-76 will be a challenging year in terms of the overall development and direction of Afro-American Studies. The staff looks forward to another plus year for the students and the college.

BUSINESS DIVISION

BUSINESS ADMINISTRATION

The objective of the business administration department may be grouped according to what and how.

What we emphasize is helping students to learn that which is most useful for satisfactory achievement in a four year college or in a job. We do emphasize course content, the accuracy and form of reports, and regularity of attendance. These are saleable characteristics in advanced classes and on the job. In addition to our usual courses, we have explored the areas of quantitative methods, retailing, and small business. In 1975-76 we shall offer trial courses in these areas

Extensive planning has been done for setting up a new accounting laboratory to provide supplement help to students who need such help--especially in accounting. We hope that the necessary small funds for this can be approved.

We have emphasized growth with considerable success. We exceeded our expectations by ten to fifteen per cent.

We have made a good faith effort in an affirmative action program. Our staff roster shows this and if we are permitted to employ the staff we need for 1975-76, we shall probably move further in this direction.

We have made a beginning on student follow up---from entry to post-graduation.

How we have done these things includes a communications system to inform department staff, students, counselors, administrators, and other division department chairpersons on a need to know basis.

Some of our staff has provided more frequent feedback to students through data processing of examinations. Others have spent much time in setting up regular afternoon sessions for make-up and for re-testing in accounting. Others have decreased attrition by a gradual reduction of the dependence of the student upon the instructor.

All of our staff are experienced and dedicated teachers who are self-motivated in the improvement of their teaching. There is no need for and it would be counter productive to resort to outside in-service training. Every day we discuss our problems and their solutions.

This department has achieved all of its goals for this year.

BUSINESS EDUCATION

This year we have our first graduates (5) in the medical secretarial program. There are approximately the same number of first-year students but numerous applications are coming in for next year. We recently changed the name of the program from Medical Secretary to Administrative Medical Assistant in order to be eligible for accreditation by AAMA and are now in the process of applying for accreditation. The Medical Office Assisting Program received accreditation by the American Association of Medical Assistants. Our graduating students are now eligible to take the examination to become certified medical assistants. Our campus will be a testing center for this examination, which will be held in June.

Phi Beta Lambda continues to be active. Last fall they sponsored a dinner dance and invited members of neighboring chapters as guests. This spring they sponsored a style show as a money making project. They attended the state contests in April; and one of our students, Dianne Hill, placed first in Senior Secretary (shorthand). She will represent the state of Missouri at the nationals in Miami in June.

The CPS Review Program has twenty students enrolled on the Forest Park campus again this year. We are now making application to become a testing center for 1976 as there seems to be increased interest throughout the district.

We began individualized instruction in seven class offerings last fall. This enables the instructor to teach each student more effectively by considering the differences in abilities and previous experiences. Each student will be required to attain the minimum objectives in the course for which he/she is enrolled. The student proceeds at his own rate. The instructor or teacher's aide is available during class periods for additional help. Individualized instruction utilizes various types of equipment to help the student progress. Each student will learn to use cassette recorders, slide projectors, and rearview screens in his daily work. The importance of listening and following instructions carefully cannot be over-emphasized. We acquired 30 cassette players, 30 headphones, 5 film loop projectors, 4 slide projectors, 2 caramates, and instructional materials which were purchased for us with government funds. Up to date we have had full-capacity enrollment. Since students have one full year to complete the program, it is difficult to measure success at this time.

Members of the department continue to be active in professional activities and JCD committees and council activities. Two members attended the NBEA Convention in Chicago. One member serves on two national committees. One member served as a judge to select "The Secretary of the Year" for the St. Louis Chapter of National Secretaries. One member made a presentation concerning our medical programs at the national meeting of AAMS

In Denver, Colorado. The chairman will make a presentation concerning all our medical curricula at the state meeting of the Missouri Business Education Association in Columbia in July. Another member will serve as a hostess for the Area Business Teachers at the May breakfast to be held at La Chateau. One member has joined Delta Pi Epsilon. Every member of the department has made one or more presentations before public groups.

Our department has acquired six new cassette-type tape decks as replacements in our shorthand laboratory, eight new combination tape-display electronic calculators, and one self-correcting IBM typewriter.

Enrollment in business education classes continues to increase. The spring enrollment was 35 percent above our educational plan. We are currently working with Meramec and Florissant Valley to improve and update our secretarial curriculum. Some new courses are being planned.

DATA PROCESSING

Our department continued to follow the "block modular" system of scheduling courses which we initiated in September, 1973. Our first-year experience led us to modify the system so that a three-credit hour course is now taught over a four-week time period. This permits us to teach 12 credit hours of sequential data processing courses per semester. A full-time day student then takes one or two general courses outside of the department to complete a course load. This modification has proved very satisfactory and we plan to continue indefinitely with this type of scheduling. Enrollment growth was dramatic; an increase of 30 per cent over the previous year was experienced. Retention is still a problem with the drop out rate close to 50 per cent. We hope to stress more drill and practice and developmental work next year.

Our new timesharing system has been an overwhelming success. Data processing students as well as students from many different college areas are using the system, resulting in an approximate four-fold increase over the number of students served with the previous facilities. Approximately 10 per cent of the student body has direct interface with the computer during one academic year. Data processing majors are now able to input their own programs directly into the computer for all languages except RPG. This means that as many as 10 students can be working on their individual programs in the computer at the same time without interfering with each other. Enthusiasm for this system on the part of the students is extremely high and has prompted our development of a proposal for a major expansion of the facilities. If the proposal is accepted, then next year for the first time we will be able to demonstrate online program entry, compilation, and testing by means of remote terminals and video monitors in the classroom.

HOTEL, MOTEL AND RESTAURANT

The Hotel and Restaurant Department has continued with the Internship Program under the sponsorship of The Statler Foundation, and has employed Jim Lingo as an intern during the Spring semester of 1975.

Mrs. Mary Walk has been granted a sabbatical to do curriculum development work in the Hotel and Restaurant Department.

A Chef's Apprentice and Cook's Apprentice Program has been developed and approved by the Board of Trustees of The Junior College as a part of the Hotel and Restaurant curriculum and will be offered as part of the curriculum for the first time in September 1975.

The Hotel and Restaurant Club has become active and sponsored, what they hope to become, an annual barbeque as a fund raising affair to earn money for their student organization. It was held this year and over 700 people were fed during the noon hour.

A course in Business Mathematics that contains problems that are applicable to the hospitality industry and are solved on the office machines of the Business Division has been submitted for approval and implementation into the Hotel and Restaurant curriculum.

Three local chefs, all of whom are active with local and national chef's organizations, have been recruited as part-time instructors and are teaching the evening lab session within the department.

GENERAL CURRICULUM DIVISION

Nineteen-seventy-four, seventy-five was a successful year for the General Curriculum Division. Overall enrollment increased, and the biggest problem faced by the Division was finding enough classroom space and instructors to handle the increased enrollment. Needless to say, this problem made everyone very happy.

Again, the General Curriculum Division functioned as a college within a college, offering services in five basic areas. These areas are: Basic Academic Skills, Cooperative Education, Counseling, General Education, and Reading. For the first time, Reading is being considered as a separate department of the General Curriculum Division.

Overview

General Curriculum instructors took an active part in the overall work of the college. Three instructors were committee chairmen for the 1974-75 school year. In addition, the Division Chairperson served on two screening committees for the hiring of new staff members. Work was also continued on the research projects which were discussed in last year's report. A committee composed of several members of the General Curriculum Division prepared an analysis of Tom Farrell's dissertation and Mike Michalek's extended research project. Unfortunately, the Division has not had sufficient time to discuss these projects and make recommendations. It appears that with the onset of Participative Management in the college, discussion of this project will be of assistance in helping the General Curriculum Division formulate departmental objectives for the future. The Participative Management System will provide a structure for the Division to do what it intended to do anyway--that is, to discuss the future role of the General Curriculum Division at Forest Park Community College.

BASIC ACADEMIC SKILLS DEPARTMENT

The Basic Academic Skills Department continued to function in the areas of mathematics and writing. Mathematics instruction was provided through the courses in the Programmed Materials Learning Laboratory, and writing instruction was provided through the courses entitled Writing Lab and was handled as a regular classroom process. Individual instruction in Writing Lab was provided by the

instructors during private conferences with the students. For the 1974-75 school year, Danforth funds were not available, and the math department was decreased by two full-time staff members. Other instruction in mathematics was provided by part-time instructors, most of whom had worked with the mathematics department previously. The special math labs for nurses were continued, and the math department continued to correspond with other institutions in order to improve its math offerings. Also, the math department was instrumental in promoting a new grade of "R" in order to solve the problems which are inherent in the "Incomplete" and "Withdrawal" grades.

COOPERATIVE EDUCATION DEPARTMENT

The Department of Cooperative Education had its most successful year in terms of student enrollment--enrolling approximately 149 students. Also, the Department of Cooperative Education sponsored a special project in law enforcement, including courses in English Composition, Special Problems of Police/Community Services, Special Problems in Interpersonal Communications, Human Potential Seminar and, of course, Cooperative Education itself. It appears that this special project has been very successful, and Cooperative Education is offering the same project for the 1975-76 school year. Additionally, Cooperative Education made some small strides in placing students into positions although most of the students were not placed on their jobs in time to begin a Co-op experience. This is a problem which will need to be rectified in the future. Another problem which will need rectifying in the future is to find a way to increase student enrollment for those students who are not police officers. While the police program is extremely successful, the Co-op Department does not regard this as the end of the rainbow.

COUNSELING DEPARTMENT

Counseling services for the General Curriculum Division were the same as last year--one full-time counselor plus several part-time counselors were assigned to the General Curriculum Division in order to staff the necessary Human Potential Seminars. This arrangement continues to function very well; however, it is the feeling of the General Curriculum Division that with the increased enrollment now upon us, the Division should have a second full-time counselor. The Division Chairperson is making attempts to provide this particular position. Counseling services included not only Human Potential Seminars, but individual and group counseling in course advising sessions as well.

GENERAL EDUCATION DEPARTMENT

The General Education Department continued to function, as in the past, in providing instruction in college transfer courses as well as basic remedial work. This arrangement appears to be most satisfactory and seems to meet the needs of enrolled students very well. Transfer courses are offered in sociology and biology, while non-transferable courses are offered in applied accounting, humanities, sociology, and science. Some of the instructors in the General Education Department taught courses for other divisions of the college, and some of the instructors taught part-time in the math lab. This provided an excellent way for these instructors to have full-time teaching loads as well as staffing the course needs of the college at no additional expense.

READING DEPARTMENT

The Reading Department functioned with four full-time instructors plus several part-time instructors during this school year. Reading enrollments were up, and the Reading Department staff continued to provide diagnostic services for other faculty members of the college who requested them. Additionally, the Reading Department offered courses relating to college reading and study skills, rapid reading, and basic reading abilities.

HUMANITIES DIVISION

ART

During 1974-5, the Art Department

revised the art transfer program, dropping Composition and Visual Study Project from the program and instigating Ceramics in the freshman year, Print-making in the sophomore year;

began developing new procedures for advising transfer students in terms of schools, degrees, scholarships and loans available;

held monthly evening meetings and weekly lunch meetings to develop closer communication involving departmental business;

hosted several professionals, in commercial art area, who showed their work and discussed job requirements and availability with students;

instigated "Portfolio Days" at the end of each semester with the intention of emphasizing to the students the importance of attending class and producing. Each student was expected to put up a display of their work. Open-House was held for the college, faculty, students, their parents and friends;

spent a considerable amount of time formulating the department's Promotion-Retention procedures;

began work on a "position paper" for a new permanent gallery;

increased evening course offerings for the 1975 fall term with plans to instigate the entire commercial art program at night;

began writing departmental objectives, with plans for completing them by fall;

developed a slide/audio presentation for recruitment for transfer program and commercial art career program;

developed more flexible admissions procedures in conjunction with the admissions office and in line with the open door policy;

saw the new Ceramic lab at 5545 West Park become a reality --it exists--and it's beautiful!

ENGLISH

The English Department's goals for 1974-75 had to do with talking to people, or to put it more elegantly, with "establishing firmer lines of communication." We talked to people in the community at large, in the academic community, with our students, and among ourselves. "Words, words, words," Hamlet might say, but they did bring some results: we feel more members of the community understand our program than did last year. Hopefully, this greater understanding will continue to develop.

The English Department Recruitment Committee undertook a number of projects aimed at increasing student enrollment in our classes. These projects included visiting schools and talking to students, holding a workshop, and sponsoring Bring-a-Friend-Day in English classes. Arrangements are being made with two area high schools to teach English Composition classes for college credit. We never offered more than 90 classes in a semester before; this semester we filled over 110--an increase of nearly 25%. We hope our recruiting efforts are dispelling the fears of the community that 19th century taboos based on race and economic class will destroy their chances for a college education.

The Mass Communications Advisory Board met and discussed the career curriculum. Other mass media professionals spoke to our classes or served as part-time teachers. Mass Communications students went out into the community to work with radio station KBDY, handle election night coverage for the St. Louis American, and edit the sports page for the Farmington Evening Press.

Two members of the department published books during the year and lots of us talked at or attended numerous professional conferences. "Firmer lines of communication" really were established at an all day meeting of the district's three English departments which we sponsored in August.

When we talked with our students we found many of them were interested in taking courses we didn't offer, so we offered them. The Mass Communications career curriculum received final approval

in July. The enrollment in the two new courses we offered this year--Introduction to Mass Communications and Introduction to Broadcasting--was so high that we had to create new sections. Next year there'll be more new courses: Applied Broadcasting; Journalism II: Editing and Design; Broadcast Journalism; and Introduction to Advertising. We also offered new courses in Creative Writing, Women in Literature, and Early Black Writers, and all were well attended. Next fall we will add Science Fiction. The department's Literature Course Committee is just completing a survey to find out what other courses students want us to provide for them.

The English Department has also cooperated with teachers in other departments to develop courses those teachers are specially qualified to teach. A French teacher completing graduate work in linguistics has offered two special problems courses during the spring semester: Introduction to Psycholinguistics and Sociolinguistics, and Child Language Development, both of which were well-enrolled. Because there are no texts written at a suitable level for junior college students, appropriate materials have been accumulated during this semester and original theoretical presentations and illustrative projects have been written; an aim for next year is to produce texts for both courses, using the notes and materials collected during the spring. We also hope to submit course proposals so that descriptions can appear in the FPCC catalog. And in fall 1975, an instructor from General Curriculum who has specialized in the field, is offering a course in Children's Literature. We think this course, combined with Child Language Development, will have considerable appeal to our own students with young children and to Parent-Teacher groups in the community.

Hamlet's disparaging remark might seem appropriate if he sat in on one of our frequent departmental meetings, but by talking among ourselves we've actually made some important decisions. We elected Jerry Brown our new chairperson. We're working on our departmental objectives. We voted to take a different direction in our in-service training: department members are taking courses at the college, ranging from ceramics to linguistics to mass communications.

Words, though, fail us when we try to express our deep sorrow at the loss of a most valued member of our department, David Kuester, who died in April. David was an author, the innovator of our 102 program, and a master teacher. His loss overshadows any accomplishments we might have made during the year.

FRENCH

Of the objectives the department set for itself in 1974, we have accomplished the following:

continued to participate in Language Insight;

achieved closer communication among staff members, in a relatively informal way, but including follow-up on student evaluation of instruction, and methodological discussions. Criterion-achievement rate of students taught by part-time staff has risen above last year's 50% but it is too early to know whether it has gotten close to the 80% goal we had set;

prepared, printed, and distributed to French students and counselors a booklet entitled "Make the World Your Oyster," incorporating the research on uses for foreign languages as a component for careers in business, industry, government, and science;

developed and offered through the English Department two special problems linguistic courses.

In addition, this year we have been able to begin the desperately needed task of re-typing the French program materials so that revisions are incorporated neatly and obsolete components are removed. And we have made important improvements in the sentence structure presentations in the French program, effectively removing one very difficult set of student problems with the materials. A research project completed in the department last summer gave us new information on predictors of success in adult foreign language study--both motivation and previous experience with any foreign language are important. Accordingly we changed our methods for classifying students new to our program, and modified our expectations of students with little or no previous foreign language experience, changes which appear to have been helpful to at least some of these students. We have successfully tried new approaches to working with third semester students and advanced second semester students, greatly enlarging the range of topics and materials with which they come in contact, and concentrating on all the different areas of the world to which a knowledge of French can give them improved access and communications possibilities: The Caribbean, Canada, Polynesia, West Africa, as well as several European countries.

We continued throughout the year to respond to frequent requests from other colleges for information on our programmed French course and its implementation. The department continued to be represented at various foreign language professional meetings and the department chairperson chaired a forum in January on "Teaching Foreign Languages to Minority Students."

Goals for 1975-1976:

to develop at least two people-oriented projects through which intermediate and advanced French students can use their French skills to directly benefit segments of the community. The two projects on which planning has begun are French lessons for children in the FPCC Drop-In Center (at the request of the Center staff) and production of a Bicentennial guide to the French heritage in the St. Louis area;

to continue support and participation in the Language Insight program, while attempting to improve French instruction to Language Insight students;

to include materials relevant to career interests such as journalism, psychology, religion, science, and business in the intermediate and advanced French course materials;

to develop a Multi-Level German format so that German students may receive credit at FPCC applicable to transfer requirements elsewhere, and so that those students who wish more advanced German instruction will find it available.

LANGUAGE INSIGHT PROGRAM

This alternative core program combining objectives from English Composition I, Oral Communication, Elementary French or Spanish, and a special problems course in reading, has become increasingly in demand this year; during the spring semester, we turned potential students away from both sections. Because the program has been so successful in improving study skills and developing self-confidence and self-understanding, especially among adults who have been out of school for several years, we are planning two evening sessions for fall, 1975.

During the two years the program has been operating, we have kept careful records on each student, based on pre- and post-tests in each discipline, and on a language attitude inventory. Extended •

time has been granted this summer for a part-time teacher in the program to organize and interpret this data to provide a more formal record of the program's achievements. We also hope to develop two other Insight combinations, one on Environment, including English Composition II, Modern Aspects of Biology, and two social science courses; the other on Personhood, combining Introduction to Literature, Psycho- and Socio-linguistics, psychology and elementary biology. Unfortunately, we are probably not receiving the requested extended time for planning these programs, but we hope, with time donated by the eight instructors who would be involved, to make at least a small beginning.

MUSIC

For the year 1974-75 the Music Department has progressed in the following areas:

The Applied Music program has continued to develop as a result of the grant from the Arts and Education Council. One indication of this development is the expansion of the student recitals from one to two per semester, due to an increased number of music majors participating in the program.

Most music classes showed an increase in enrollment, particularly for the spring semester. The choir has almost doubled in size as a result of a newly-initiated recruiting program. Further, two additional piano classes were added in the evening to accommodate an increasing interest by evening students.

The department sponsored its most extensive series of musical programs in 1974-75. The chief source of funding for these programs was the Student Activities budget. The concerts included the first solo performance in St. Louis for Etzuko Tazaki, new artist-in-residence at Washington University; a recent piano recital by Jeffrey Siegel, guest soloist with the St. Louis Symphony; a November lecture series on the roles of the composer, conductor and critic in music; programs on electronic and ragtime music. These and other concerts provided a variety of musical activity for our students and the St. Louis community at large. Attendance at all these programs was up dramatically from past years.

Among goals for the year 1975-76 are

continued attempts to increase enrollment in our classes;

renewed efforts to obtain funding for music programs to be sponsored by the department;

expansion of courses offered during the summer and regular sessions.

PHILOSOPHY

This year about 450 students took one or more of our courses. The majority of these took Introduction to Philosophy or Logic, but a fairly large number (50 plus) took Ethics. The History of Philosophy courses were not so popular as they were a few years ago, but the World Religions course seems to be gaining in popularity.

Although the term "philosophy" means many things to many people, most professional philosophers apply the term to a set of problems and to various proposed solutions to these problems. These problems are of a very basic nature, basic, that is, to intellectual inquiry in any area: what ought one to believe? what actions should one perform? what is the structure of reality? how are valid arguments to be distinguished from invalid ones? etc.

Our department uses the term "philosophy" in the professional sense and therefore our courses are designed to acquaint the student with these problems, with their ramifications, and with various proposed solutions. The question of the value of such an acquaintance is itself a part of philosophy and can be answered adequately only within the context of an adequate theory of ethics and value. Perhaps that consideration serves to indicate the value of philosophical investigation.

This year we attempted several novelties: a revised text in Logic; a course in Symbolic Logic, and a videotape of a philosophical discussion. The text has proven worthwhile; the Symbolic Logic course was not well received by most students, and the videotape came out boring. We'll try again.

SPANISH

The major goal of the Spanish Department during the 1974-75 school year was to develop in the students and the community

an awareness and an understanding of the language, the literature, the culture and the institutions of many people in the world and their influence upon the individual character of the students as Americans of diverse ethnic heritages. Also an attempt was made to teach students to think and communicate in terms of the world horizon and institutions as they relate to the community in which the students will carry out their future life activities. These were achieved through a number of undertakings to offer service to the students and the community:

We continued to offer a varied program of beginning Spanish, intermediate Spanish, Spanish conversation and composition, Spanish grammar, Spanish Civilization, Latin American Civilization, Spanish and Latin American Literature and Spanish for the Language Insight Program for both the day and night students.

We offered the independent study option for most courses to working students and adults who would not otherwise have been able to take regularly scheduled courses.

We offered new courses in Chicano Civilization, Brazilian-Portuguese language and Hebrew language and literature.

We offered Russian language in conjunction with the Continuing Education Department.

We attracted 35 students in the Chicano, Portuguese, Hebrew and Russian courses, who would not ordinarily have come to FPCC. (Fourteen of these students became interested in the college and enrolled in other courses also).

We sponsored the participation of FPCC students and persons from the community in an accredited college summer school program in Mexico City in conjunction with the Instituto Cultural Tenochtitlan.

We increased the enrollment in departmental courses by 20% over 1973-74.

We participated in the planning and preparation of a proposal for submission to HEW for an Ethnic Studies Program grant.

Members of the department have continued to participate in the professional activities and to attend the conferences and meetings of the Foreign Language Association of Missouri, the Foreign Language Teachers Association of Greater St. Louis, the American Association

of Teachers of Spanish and Portuguese (national and San Luis Rey Chapter), the Central States Conference on the Teaching of Foreign Languages, the Mexican-American Cultural Commission of Metro St. Louis, the Midwest Modern Language Association and the Symposium on Mexican-Americans. Papers were given at several of these meetings. A paper on Problems and Techniques in Teaching Chicano Literature was given at the Conference on College Composition and Communication.

The department planned, sponsored and participated in the following student activities:

Arranged and administered the national Spanish Contest for High School Students of the State of Missouri. (550 students and a number of teachers participated).

Administered the national French Contest for High School Students of the State of Missouri. (400 students and a few teachers participated).

Sponsored and planned the activities of the International Students Club and held the fourth annual banquet (attended by 95 students from 19 countries).

Sponsored and planned the activities of the Spanish Club and held the fourth annual Spanish Day at FPCC (attended by 200 students and teachers).

Goals which the department hopes to achieve for 1975-1976 are:

to offer conversational Russian language courses;

to continue departmental endorsement and participation in the Language Insight Program;

to encourage students to meet the foreign language, global affairs and non-Western civilization requirements for transfer institutions through their enrollment in departmental courses;

to encourage students other than college transfer students to take foreign language and civilization courses;

to offer courses in contemporary Chicano literature and civilization through the Ethnic Heritage Program;

to offer the availability of an accredited summer school program in Israel;

to cooperate and participate in the annual Mexican Week in St. Louis program of the Chicano community;

to participate in planning and executing activities through the Ethnic Heritage Program grant;

to offer a Spanish language film series for the students and the Spanish-speaking community of St. Louis;

to continue sponsorship and participation in the foreign language programs and events of 1975-1976.

SPEECH/THEATRE

During 1974-75 the Speech/Theatre Department maintained its basic speech-training and academic theatre programs which provide all students at FPCC the opportunity to study Oral Communication, Oral Interpretation of Literature, Group Discussion Techniques, Introduction to Theatre, Fundamentals of Acting, Stagecraft, Stage Design and Lighting, and Rehearsal and Performance (theatre practicum). Students not specializing in speech/theatre "pre-major" academic programs were encouraged to take these courses to fill Humanities electives requirements.

The FPCC Community Theatre continued to provide a diversified, theatrically balanced, multi-taste-and-interest theatre season of four major stage productions, the annual Christmas Collage Reader's Theatre program produced in assocation with the Music Department, plus a special guest artist attraction this year: The Florissant Valley Community College touring production of Abelard and Heloise.

The Department is very pleased with the sizable increase in attendance recorded for this season's theatrical performances in the Performing Arts Center. Box Office figures for 1974-75 at the college theatre indicate some success in our efforts to provide a variety of enrichment experiences for members of the college and the community: 567 people saw Blithe Spirit in October, 969 persons viewed the musical Hallelujah, Baby in November, 300 attended The Happy Prince and Christmas concert in December, 604 spectators laughed at The Secret Affairs of Mildred Wild, and over 4,000 grade school students and

"kids of all ages" have made reservations for our second Children's Theatre production, Winnie the Pooh, in late April.

Of the 6,252 persons who attended college theatre productions this year, 2,635 were "off-campus" community citizens from such organizations as Council House, Oasis Senior Citizens, all local high schools, Plymouth House, Missouri School for the Blind, St. John's Infirmary and Voluntary Service. Approximately 15,100 people attended "outside events" scheduled in the Performing Arts Center by groups renting our theatre facilities. The Performing Arts Center well served community needs and interests in this direction, hopefully enhancing a more positive image of FPCC in the community, while simultaneously creating closer relationships with citizens in the community, for instance, Mayor's Council on Youth, The Personna Players, Boy Scouts, Black Women for Unity, American College Theatre Festival, Sweet Adeline Barber Shop Association, The Christian Science group, Banneker School District, and Jan Albus Ballet School.

The Junior College District hosted the Seventh Annual American College Theatre Festival during a five-day program held at the Marriott Hotel February 5-9. FPCC Theatre Department personnel were involved in panel discussions (Black Theatre activities), play readings, acting scene auditions, and general reception-registration. FPCC student-actress, Janice Jackson, nominated to compete in the regional finals for the Irene Ryan Acting Scholarship because of her performance in our campus entry, Hallelujah, Baby, won the coveted "runner-up" second-place title among the 17 finalists competing from colleges throughout Missouri, Iowa, Nebraska and Kansas.

The Speech/Theatre Department in an effort to utilize more "total community input" distributed, with the help of Student Government, 1,000 questionnaires asking for "audience feedback" concerning theatre tastes and spectator preferences which will be used to plan the 1975-76 FPCC Community Theatre season.

In April, Department Chairperson, Thom Hitchell, was honored by the Speech and Theatre Association of Missouri by being nominated for the organization's "Outstanding Speech Teacher Award." The part-time faculty was increased from two to seven instructors in order to handle the expanding Oral Communication course offerings each semester. Total faculty now consists of six men, five women.

Some of the goals of the Speech/Theatre Department for 1975-76:

to actively and creatively assist the FPCC bicentennial Celebration Committee in its campus celebrational-cultural program. The Department hopes to select its 1975-76 plays in keeping with an "Americana" theme;

to continue Departmental endorsement and participation in the growing Language Insight Program which has proven so successful during its initial introductory period;

to continue intercollegiate discussion and inter-District cooperation in revitalizing speech and theatre curricula, hopefully to add new courses: Voice and Diction, Oral Communication II, Theatre Practicum, and Dance and Stage Movement;

to continue to urge administrative support of a Children's Theatre Summer Repertory hopefully during June and July 1976;

to initiate "contract teaching" techniques in Oral Communication and Rehearsal and Performance classes;

to continue our all-out effort, in keeping with the JCD Affirmative Action employment program, to add minority-group part-time and full-time staff members to Speech/Theatre Department;

to set Department Objectives which will be consistent with and feed into the collegewide objectives, and which will be applicable to all courses in Speech/Theatre Department;

to continue to use departmental guidelines established and used during 1974-75 to enable exceptionally qualified students to receive "exemption with course credit" for Public Speaking, 97.107, based upon experience documentation, theory written examination, and public speaking performance exhibition;

to expand Reader's Theatre activities at FPCC;

to "rework" departmental guidelines formalizing policy and philosophy in the operational methods used by the FPCC Community Theatre concerning play selection, rehearsal

scheduling, cast responsibilities, staff production responsibilities, cast replacement policy, etc.;

to utilize the "Community Input" questionnaire distributed this year surveying audience play preferences in planning the 1975-76 theatre season.

LIFE SCIENCE DIVISION

Continuing pressure on the part of students for limited positions in the various allied health programs has continued to create a need for the best system possible for evaluating, counseling, and placing students in a fair and equitable manner. The Admissions department has said that of 12,000 applications received at Forest Park last year, almost 3,000 indicated an allied health curriculum as his program of choice.

In the past many of these students were not personally seen by a faculty member or counselor. Since the department chairpersons of the various allied health curriculums are probably the most knowledgeable individuals in their specific fields, a policy has been instituted whereby each applicant is referred by admissions to the specific chairperson, along with the file of the student, and the applicant is advised at the time of this interview. He is told if he qualifies for the program and is accepted, or if he is refused if he does not qualify and is told why, and advised about how he may remove any deficiencies. The department chairperson will in most instances complete the advising form for the student.

More than eighty full and part-time faculty instruct in the Life Science Division. Many of these instructors are well-known pathologists, radiologists, dentists, etc. in the area hospitals. Thirty-five hospitals are now under contract with Forest Park for the provision of clinical facilities. Again we have been fortunate to receive more than one third of the Allied health budget from federal and state funds.

A summary of the past year by department follows:

BIOLOGY

With Sally Taylor on a years sabbatical, Dean Dunbar has capably served as department chairperson.

The emphasis has continued through the year to encourage faculty to teach by objectives. Progress has also been made in setting up short and long term objectives for the department.

The three levels of biology for the Liberal Arts student, the Allied Health student, and the biology major have been successfully put into effect.

With the heavy demand for biology support courses from the allied health curriculum, the physical facilities and staff of the biology department has been extended in the daytime to near maximum. The effort for the coming year will be to expand the evening programs by the addition of faculty and by keeping the division office open with secretarial help available.

CLINICAL LABORATORY TECHNOLOGY

The entire Clinical Laboratory has been rennovated during the year and should be available for occupancy by the summer term.

The wall between B-419 and B-417 has been removed leaving a large expanse for lecture-laboratory capability. New tri facial lab tables, accomodating a class of forty, have been installed.

The department has prepared, in conjunction with St. Louis University and Gradwohl, a proposal for a career ladder in Clinical Laboratory Technology. This would be a five year project making it possible to progress from the one year to the two year to the four year levels with no loss of credit.

The staff of the Clinical Laboratory program continue to provide leadership for national conferences and workshops.

DENTAL

Dr. Brand, during his first complete year as chairperson of the Dental department, has provided outstanding leadership.

Changes in curriculum based upon deficiencies noted in the national registry exams and upon sound educational procedures, have been instituted. Improved performance on the part of students is already evident.

Workshops and in-service training for the dental community are being provided. The image of the entire department is substantially inproved.

With an accreditation visit due early in 1976 by the American Dental Association, the department is making every effort to have an outstanding program in operation.

FUNERAL SERVICE

Funeral Service Education continues to grow with inquiries coming from states throughout the mid-west.

The laboratory and the "display area" are in the process of becoming well equiped and provide an excellent teaching facility.

Plans are under way to place a drape over one end of the display room and provide a chapel for instructional purposes.

The arrangement between the Funeral Service Department and the Washington University Anatomy department permitting Forest Park students to work in the Washington University embalming laboratory has been mutually beneficial to both institutions.

Cooperation between the local Funeral Directors and Forest Park continues to be excellent.

NURSING

Thelma Teachenor during her first complete year as chairperson of the Department of Nursing has provided outstanding leadership.

Procedures for reviewing and accepting applicants into the department have been revised and instituted. It is hoped that by next year, a full-time counselor will be assigned to the specific task of talking to the large number of applicants for nursing in order to counsel them into the proper courses and to personally assist them when they are having problems.

A study is presently underway to consider the possibility of an "open" entry "open" completion type of curriculum in nursing.

A well-equipped nursing lab is now in operation daily at the college with one full-time and one part-time instructor available and all other faculty members available at specific times for assisting students.

Performance on the State Board Examinations has improved substantially with the introduction of the 2.5 grade point requirement.

RESPIRATORY THERAPY

Respiratory Therapy was approved by the Accreditation team "with provisions." It is required that the major provisions be put into effect as soon as possible.

The first provision was that a full-time director be employed. Maurice Ferguson is now completing his first year as chairperson. He has worked tirelessly to inaugurate changes that will provide a creditable program.

The second provision indicated that a permanent space must be provided for Respiratory Therapy. A laboratory has been assigned and is presently being supplied with a wide variety of apparatus and equipment.

Worksheets and seminars covering the clinical experience have been inaugurated and a much closer liason has been maintained between the hospital clinical facilities and the college.

In addition, a new one year Respiratory Technician program has been started in the evening with excellent enrollment. In order to maintain both of these programs, new faculty will be required for next year.

Progress has been made with this department but it will still require attention to bring it to the desired level of excellence.

RADIOLOGICAL TECHNOLOGY

A complete class of forty eight students has been selected for the next year together with a waiting list.

The new summer program, during which students are given introductory instruction in Radiological Technology, has proved very successful and makes the student much more knowledgeable upon entrance into the clinical area. In addition, it provides the student with the necessary clinical experience earlier so that they will not have to wait as long to take their registry exam.

The department now has excellent faculty and leadership. They are presently building a second laboratory and a darkroom in order to better prepare students for the hospital setting.

GENERAL ALLIED HEALTH CONSIDERATIONS

A very careful analysis is underway of the Allied Health situation in the great St. Louis Area. A survey has been completed of the health graduates for the past five years in order to determine their degree of success and the present and future market for Allied Health graduates.

Overproduction of graduates in any area must be avoided. New programs should be developed where their is need. This is particularly true in the one year technician programs which may be open to students who do not qualify for the more demanding two year curriculums.

Two, new one-year curricula will be started in the Fall, if faculty is available. These are the Respiratory Therapy Technician program and the Operating Room Technician program. Both have been tried and developed in the Continuing Education Division.

Emphasis in the future will be placed upon evening offerings since this is where much of the demand is occuring.

PHYSICAL EDUCATION DIVISION

Goals for 1974-75 -- What Was Accomplished?

1) Improve instructional offerings, quality of instruction, and increase credit hours.

Very little was accomplished in the improvement of instructional offerings as we have, over the years, eliminated relatively unpopular offerings while adding new ones on a trial basis. We try to continually meet student needs but as times change so do interests. Judo, swimming and scuba remain popular and enrollments are up in physical conditioning, bowling archery, and tennis. Team sports, golf, and karate showed an enrollment decline.

The evaluation of faculty by students indicated that some instructors were doing a better job than others in teaching individual skills. More and more students are demanding quality instruction and facilities and we need to do a better job in both areas.

Credit hours improved slightly, reflecting more emphasis on meeting graduation standards. Increased interest in physical activity, and an overall rise in college credit hours took place.

P. E.	Summer	Day	134		
		Evening	91	Total	225
	Fall	Day	1010		
		Evening	177	Total	1187
	Spring	Day	885		
		Evening	165	Total	1050
Recreational Leadership					
	Fall	Day	60	Total	60
	Spring	Day	51	Total	51.

2) Improve building and equipment security.

A plan for the improvement of building security was devised by security, physical facilities and the physical education division. The east side of the building will be equipped with alarms on the doors which will be activated during the evening hours. This will cut down on access to the relatively unprotected areas of the building. Access to the west side will be controlled by a manned check point at the northwest door. This check point will also function as a check for their valuables and cut down on the temptation for thieves. In addition all

people entering or leaving the building must pass this one certain point. Also equipment will be stored in this area and students can check it out for recreational use.

3) Increase maintenance and renovation of the building and grounds.

The sidewalk west of the building was bordered by chains and posts preventing cars from cutting across the lawn to the building. Installing these posts is being considered for the east side.

Prior to the start of the 1975-76 school year the gym floor will be refinished. Yet to be done is the relocation of the weight room, major relighting projects, interior painting, and building rekeying.

The training room is being used as a visitors dressing room and athletic locker facilities were completed for the women's athletic program.

The field east of the gym is still hardly usable despite the filling of some pot holes. It still leaves a lot be be desired.

4) Continue to use building as effective community relations tool.

Use of a building by non-college groups can be a valuable community relations tool when handled judiciously. The positive values are difficult to measure but the community college philosophy is to use such facilities to meet community needs.

Far easier to measure are the negative effects of poor scheduling exorbitant charges, and fouled-up preparations. We must continually keep good records, be fair and equitable in building usage, and strive to keep the community happy.

During the 1974-75 year the building was scheduled almost to capacity and more care was taken to insure that groups using the building were reputable and the facility was not used for personal financial gain.

5) Improve and expand Recreational Leadership Program.

The Recreation Leadership Program has some very real problems. Our instruction is not of the highest quality due to our financial inability to hire fully qualified staff. The Advisory Committee has indicated that the job market for our graduates is not bright and finding meaningful job experience for our Co-op students has been difficult. We need to take a long hard look at the program and possibly redefine our goals.

6) Improve relations with City officials concerning use of our facilities for some of their programs.

No progress was made in this area and as soon as a new Commissioner of Recreation is hired by the City, the JCD should attempt to work to improve the Park facilities used by the college and work out better scheduling procedures for their use.

Agreements need to be reached at the administrative level in an attempt to keep personalities out of conflict.

7) Continue efforts to cut credit hour costs.

Credit hour costs can be effectively cut only by decreasing staff or increasing credit hours. Our staff taught full loads so we need no reduction there and student credit hours did go up so it would appear that costs would go down. Inflation has made this slowly impossible.

8) Improve opportunities for women in all areas of activity.

This academic year should be known as "Title iX Year". Guidelines for enforcement of Title IX of The Education Amendments of 1972 were proposed in June, 1974. The final guidelines were submitted in April, 1975 after hearings were conducted all over the country. The major impact of the guidelines as they affect physical education and athletics will be to promote women's programs in the high schools and colleges of the nation. Equal athletic opportunities are overdue and our division supports the intent of the Guidelines. Our division has always provided equal physical education programs and we are expanding the athletic program as rapidly as the needs and interests develop.

We inaugurated an inter-collegiate basketball team for women by employing a part-time coach and our volleyball team played a full league and tournament schedule.

The JCD Procedures Manual was rewritten to incorporate women's athletic programs and at this writing is in the hands of the President's Council.

Goals for 1975-76 :

1) Improve instruction and cut credit hour costs.

2) Improve security.

3) Promote better college relations.

4) Promote better community relations.

5) Re-evaluate Recreational Leadership Program.

6) Implement Title IX.

7) Improve Facilities of East Field, Parking Lot, and Tennis Courts.

8) Improve Staff morale.

PHYSICAL SCIENCE DIVISION

AUTOMOTIVE TECHNOLOGY DEPARTMENT

The 74-75 class had a freshman enrollment of 38 and a returning sophomore class of 22. It is estimated that 20 will complete the Automotive Technology program in the spring.

High student/teacher ratio, along with advisory committee recommendations, prompted hiring of a past Automotive graduate for the position of laboratory assistant. This new position should provide quicker equipment maintenance and better supervision of students in the automotive laboratories.

Again, the department is training Laclede Gas Company mechanical personnel. This year the enrollment in these classes jumped to 11.

Employment for 1975 graduates is viewed optimistically by the department.

From all indications, the FPCC Automotive Technology Department will continue to train needed employees for industry both in the repair curriculum and on a community service basis.

BUILDING INSPECTION AND CODE ENFORCEMENT TECHNOLOGY

Building Inspection and Code Enforcement Technology is a new program established this school year (1974-75) at Forest Park Community College.

A study of the need for this program and its probable course content was started during December 1973. The group requesting the study was the Missouri Association of Building Officials and Inspectors (MABOI). Contacts were made with a number of communities between California and New York, and on the basis of these studies and the experiences of the members of MABOI, the Advisory Committee formulated a prospective curriculum.

The Committee that developed the proposed curriculum was composed of:

Mr. J. H. Benoist, Member Board of Directors,
St. Louis Chapter A.G.C.; Hercules Construction Co.

Mr. Joseph Cernik, President, St. Louis Chapter of A.I.A.; Wedemeyer-Cernik-Corrubia, Inc.

Dr. Gerald E. Dreifke, President, St. Louis Chapter of M.S.P.E.; Union Electric Company

Mr. Kenneth R. Huckaby, Member, Board of Directors, M.A.B.O.I.; Inspection Supervisor, City of Clayton

Mr. Thomas Kirk, Member, Board of Directors, M.A.B.O.I.; Code Enforcement Review Officer, St. Louis County

Mr. Michael E. Werner, President, M.A.B.O.I.; Acting Building Commissioner for St. Louis

The program proposal was submitted to the proper school authorities and was formally adopted during this school year. Three courses in the program have been offered and the present plan is to offer at least two of the technical courses associated with the program each semester. The enrollment has been quite satisfactory.

The curriculum is designed to serve as an in-service program and as a pre-employment program for those aspiring to become qualified Building Inspectors and Code Enforcement officials. It is hoped that the program will raise the level of performance of this type of work in the greater St. Louis area.

CHEMISTRY DEPARTMENT

Total enrollment for chemistry courses was slightly higher than the preceding year as shown in the tabulation below:

		Enrollment (total = spring + fall)	
		1973-74	1974-75
72.053	Basic Chemistry	156	115
72.103	Fundamentals of Chemistry I	337	383
72.104	Fundamentals of Chemistry II	40	38
72.113	General Chemistry I	128	152
72.114	General Chemistry II	40	53
72.211	Organic Chemistry I	34	11
72.212	Organic Chemistry II	29	12
72.070	Instrumentation	-	36
72.115	Add't Topics in General Chemistry	5	9
		771	809

The small increase in total numbers of students is considered less important than the relative changes. Basic Chemistry will probably continue to decline slowly since Forest Park's Nursing program plans to accept any other chemistry course within the last five years as fulfilling this requirement. Fundamentals of Chemistry I increase is mostly due to an additional night section during the fall term--this should be continued. General Chemistry may be expected to continue its slight increase because of improvement in engineering employment. Decrease in Organic Chemistry enrollment is probably due to day class scheduling; it will be returned to the more popular night schedule next year. The new Instrumentation course will probably hold steady since it consists of Clinical Laboratory Technology sophomores.

In addition to the 72 number chemistry courses listed above, the chemistry faculty continued to teach four sections of the inter-disciplinary physical science course for Barnes Hospital nursing students. (This addition to the chemistry teaching load is in cooperation with the Physical Science Department which also teaches two more sections of the same course for the benefit of Forest Park's Radiologic Technology students.)

The Chemistry Department members are continuing to participate in various institutional and professional activities as individuals. Departmental objectives have been written for both the Professional Growth Committee and the Participative Management Study. One member is involved with the Participative Management Team. Two members attend regional meetings of the American Chemical Society-sponsored Two-Year College Chemistry Conference and the St. Louis local ACS Education Group. One member attends Advisory Board Meetings for the Clinical Laboratory Technology program.

ENGINEERING GRAPHICS DEPARTMENT

1974-75 Objectives and Results

1. Implement Co-op Drafting Program

   With the down-turn in the economy, drafting jobs have been hard to locate on a part-time basis. We have five students working for the U.S. Army Corp of Engineers. Six students entered the Certificate in Drafting program and will be available for employment this summer. Very heavy course loads in the Graphics area have made faculty job searches difficult to schedule.

2. Develop courses in Architecture.

   A considerable drop in enrollment in the Architectural courses has been noted. The recession has made jobs in the architectural area particularly difficult to find.

   Due to the increased enrollment in the Engineering and Electronic drafting courses, and lack of faculty to teach Architectural drafting, the architectural courses will be dropped.

3. Engineering Drawing and Descriptive Geometry courses to be re-designed to allow for self-paced instruction.

   This has been done.

4. New course "Machine Drafting" to be added.

   This course was not implemented on the advice of the faculty and the advisory committee for Mechanical Engineering Technology.

5. Pre-Industrial Teaching Curriculum to be studied in conjunction with University of Missouri.

   The University of Missouri has not responded with the decision on this curriculum as yet.

6. More open lab hours to be scheduled.

   The drafting rooms have been open with faculty supervision 47 hours per week during the Fall and Spring semesters.

7. Investigate accreditation by the American Institute for Drafting and Design for drafting courses.

   Per memo received April 7, 1975, the Institute has indicated it will look favorably on our application. The next step is to submit a formal application and have faculty and facilities approved by an advisory committee.

1975-76 Objectives

1. Develop self-paced 3.0 cr. course in Electronics Drafting to replace current 2.0 cr. course per request from advisory committee.

2. Expand drafting course offerings in the evening.

3. Develop public service type architectural drafting and design courses for evening. Courses to aid homeowner in improving or making additions to property.

4. Facilitate movement of students from day to night classes when work hours or personal conditions change.

5. Institute new system for students that must "stop out" for a time. This system to allow student to re-start at the point where progress stopped previously.

6. Develop computer-assisted instruction terminal, hardware and software for drafting course.

ELECTRICAL/ELECTRONIC ENGINEERING TECHNOLOGY DEPARTMENT

The Electrical/Electronic Engineering Technology Department established five goals last year to achieve during 1974-75; the emphasis of which was placed on specific programs, students, and recruitment. These goals were as follows:

A. To produce an employable graduate.

The department has been involved in extensive textbook evaluation and several new textbooks have been used which cover new developments in the field. The department feels that our graduates will be able to compete very well in the job market.

B. To develop alternatives in instructional methods.

The department is concerned with the failure rate that occurs during the first year of the different dependent programs. Therefore, a new method of instruction for the Industrial Electronic Technology program was implemented with use of a lab text manual which proved to be the right direction to take. In the Engineering Technology program, an effort was made for closer screening of incoming freshmen students. Also, the availability of supplementary material parallel to the course context was made available to the students. This system was not used by the students; consequently, there is no appreciable change for the better in the drop-out rate of Engineering Technology level students. The department feels that more work must be done in the Engineering Technology area courses.

C. To implement the second year of our new Biomedical Engineering Technology program.

The courses and laboratories for the Biomedical Engineering Technology program for the second year were implemented with little difficulty primarily due to the cooperation and enthusiasm of the departments in the Allied Health areas as far as the use of their equipment for repair and preventative maintenance. This fall, 1975, the numbers of pre-enrollment students has reached the maximum number that we can take in that program.

D. To increase the number of students in our programs.

The department has been involved in programs for the recruitment of students thru high school visitation and discussions with industrial firms. Initiation of a new night program and an active involvement of students in word-of-mouth public relations have helped in student recruitment.

As mentioned above, we have the maximum number of Biomedical Engineering Technology students already enrolled for the fall semester, and the department feels that we will have approximately 40 students in the Electrical Engineering Technology program. The Industrial Engineering Technology program will have approximately 20 students enrolled in the fall. Therefore, we are anticipating approximately 80 students entering this department in the fall 1975 semester. The Electronic Engineering Technology program that will be offered in the evening beginning the fall 1975 semester has 5 students pre-enrolled as of April 1975.

E. To secure equipment donations for the Biomedical program.

A continuing effort is being made by the department to talk to and encourage hospital representatives and representatives of medical manufacturing firms to donate equipment to the department which will be useful for BMET students. We are also receptive to any equipment donations from the traditional manufacturing areas that will help our total program. Examples of the type of equipment that has been donated this year are as follows:

1) 8-channel intensive care monitory unit; 2) pulmonary function monitor; 3) cycle cell analyzers; 4) Hewlett-Packard oscilloscopes.

These equipment donations represent close to $35,000 worth of equipment if we had to buy them new. With this kind of response from the various areas that donated equipment, the department feels very encouraged about the prospects of future donations next year.

FIRE PROTECTION AND SAFETY TECHNOLOGY DEPARTMENT

Enrollment in the Fire Protection and Safety Technology classes has shown satisfactory growth. For the spring semester 1974-75 enrollment in the two sections of 27.080 (Architectural Structural Representation) was 142 and in the two sections of 27.054 (Teaching Techniques for Fire Department Personnel) was 118. The two Safety courses had enrollments of 97 and 16. For the first summer semester since 1968, courses will be offered during the summer 1975 term. We have scheduled two sections of 27.064 (Fire Fighting Tactics and Strategy), and two sections of 27.081 (Principles of Risk & Insurance), and one section of 47.051 (Safety & Health Standards, Regulations & Codes).

During the past two Junes, the Fire Protection and Safety Technology Society has conducted an Open House program aimed at acquainting the community with the program and the municipal fire services and attracting new students. This June the Society is planning a social affair, honoring certain VIPs and the 1975 graduates from the program. It is hoped this event will publicize the program among firemen and attract more students.

This year the Society has continued to explore the possibility of nearby schools offering an additional two years of training leading to a B.S. degree in Organization or Administration of a program associated with public service careers. During the spring 1975 semester, Central Missouri State University has developed a proposed program leading to a B.S. degree in Public Services: Fire Science Option, for students who have earned an A.A.S. degree in Fire Protection Technology from FPCC. Some details are still to be consummated. We have a number of graduating students who are anxious to work toward such a degree.

A number of FPCC graduates from the Fire Protection Technology Option are continuing toward a second A.A.S. degree with the Occupational Safety Option as their major field.

GEOLOGY/GEOGRAPHY DEPARTMENT

The Department continues to provide a wide variety of courses dealing with the student's physical environments. These courses are designed to provide students with superior academic, practical, and technical background information. The courses are also designed to develop better utilization of natural resources (fuel, energy, land, air and water) through conservation and energy conversion from fossil fuel to non-fossil sources; and to improve planning and development of living units from neighborhoods and communities to regions through better understanding and application of land, air, and water to meet basic human needs and yet preserve their environments.

1974-75 enrollment reflects shifts in interest within the community in response to local, regional, and national economics. Earth Science (74.100), Physical Science (76.101), and Urban Geography (86.142) proved to be the most successful offerings of the period.

The Department participated in a variety of activities that dealt with solar and aeolian energy sources; utilized computer facilities for classroom problem solutions and reference work; developed additional demonstration models and equipment not available on the market; continued to expand the slide and climatological data collections; conducted four Fall and Spring field trips open to all areas of earth and physical science; offered and created a new lubrication technology short course for Continuing Education; offered independent study opportunities in nearly all the department's courses to assist students who have difficulties in scheduling courses; and co-sponsored environmental, conservation and ecological activities for the college and helped coordinate Earth Day 1975, sponsored by local and regional health and protective agencies.

Goals and objectives for 1975-76 are to further develop and expand the above listed activities and to work with and encourage courses and programs for transfer and career students in the areas of environmental technology, urban and regional planning and development.

MATHEMATICS DEPARTMENT

The Mathematics Department provides the mathematical education which is needed by the students of a comprehensive community college. As such, it provides the background which is required for further study in mathematics and the application of mathematical techniques to science, business, engineering, etc. The department provides instruction to students related to the concepts which are outlined in the course descriptions in the college Bulletin and will give the students opportunities to demonstrate their abilities to deal with these concepts.

Some students who do not have adequate preparation in mathematics are not properly placed in the mathematics curriculum with respect to their background. Part of this situation is due to the fact that many students have unrealistic self-concepts with respect to their talents and goals in the mathematics curriculum. There has been and will continue to be an effort by the staff to help the student to develop a realistic self-concept by identifying strengths and weaknesses and suggesting ways of improvement.

New materials were used in some mathematics courses during 1974-75 to help to solve some of the learning difficulties (reading level, difficulty of excercises, organization, etc.). Finite Mathematics was scheduled in the day and evening (the evening section did not get enough students to make). Courses in Linear Algebra, Probability and Statistics, and Survey Calculus will be scheduled when the student demand will allow such additions to the curriculum.

During 1974-75, articulation with other educational institutions was facilitated by the help of six members of the department (in coordination with a district-wide effort on the part of the mathematics departments). A department member administered the M.A.A. High School Mathematics Contest for the State of Missouri. A member of the department was the chairperson for the Technical Mathematics Group of the National Council of Teachers of Mathematics. Members of the department participated in conferences in mathematics and computers.

The concern of the department is learning--every member of the department is devoted to the facilitation of learning.

MECHANICAL ENGINEERING TECHNOLOGY DEPARTMENT

The Mechanical Engineering Technology Department established 10 specific goals for the 1974-75 year. The emphasis, as in the previous year, was placed on the recruitment and placement of students. Accomplishments are summarized below.

Goals 1 and 2 - Safety

A thorough inspection of the welding laboratory was conducted with assistance from a representative of an industrial welding supply company. Several worn gas welding hoses were replaced. One-way safety valves were installed on all gas welding lines. A very profitable safety seminar and welding demonstration was presented to the students by the above welding representative.

Of course, generally accepted shop and laboratory safety procedures and precautions were continually stressed during the 1974-75 school year. During a tour of Sunnen Corporation, the students were able to observe several industrial safety practices as required by OSHA.

Goal 3 - Cost Reduction; Industry and Government Donations

Significant donations were obtained from:

a. Measuregraph Corporation (1000 lbs. of assorted stainless steel and aluminum)

b. Cope Plastics

c. Jefferson City (600 lbs. of miscellaneous tool steel and aluminum at a discounted price)

Goals 4, 6, 7 - Recruitment of Students; Open House, High School Visitations, Internal Recruitment

The public was invited to a day-long open house of the Mechanical Engineering Department. All high schools in the Junior College District were sent a detailed newsletter describing the program, and inviting high school faculty, counselors, principles, students, and parents to tour the MET facilities, receive information, ask questions, and observe demonstrations. Job opportunities and salaries were emphasized and compared to a four-year engineering program.

The open house was conducted in the Fall semester as opposed to the Spring semester last year. It was felt that, in many cases, high school students choose curriculums and colleges early in their senior year and perhaps in their junior year. The total number of participants was approximately 150 students consisting of both high school and FPCC students.

Elementary and intermediate math courses,and college transfer courses including math, chemistry, and mechanics were visited. Approximately a 15-minute presentation was given to each class visited, explaining the mechanical engineering technology program (i.e., courses required, two-year, AAS degree, etc.). Emphasis was placed on the fact that this is a "quality" program. Salaries and job opportunities were compared to a four-year engineering program. As a result of this effort, students became aware of available opportunities and several enrolled in the program. Internal recruitment is inexpensive and seems to be effective.

Presentations were given to students at both Clayton and Maplewood High Schools. A slide-tape program is being prepared to facilitate future visitations.

Goal 5 - Survey for Need and Desirability of an Electro-Mechanical Program

A detailed list of appropriate companies in the area was compiled. Questionnaires will be sent and upon completion, an evaluation will be made.

Goal 8 - Investigate Possibility of Offering Continuing Education Courses

This task has not been undertaken due to the fact that the emphasis has been placed on the MET program.

Goal 9 - Investigation of Machine Design I and II Classes for Cost Reduction

An evaluation of these classes resulted in the conclusion that the content of these courses was too rigorous to implement any significant combination of the above courses.

Goal 10 - Organization of Laboratory Equipment and Supplies

Some progress was achieved during this year but much needs to be accomplished.

Goal II - Further Accomplishments

In addition, the following was accomplished:

Graduates of the MET program presently working at General Electric and Emerson Electric visited classes and described their jobs and experience to present students. Visitations by graduates provide the student an excellent opportunity to become acquainted with what actually happens in the "real" world, and to relate course content to working applications.

The follow-up program on graduates of MET and personal contact with prospective employers was continued.

A detailed night school MET program and course schedule through 1980 was formulated during this school year. The night program is scheduled to begin in the Fall semester 1975.

Goals for 1975-76 Academic Year

1. Recruitment of Day Students - Continued emphasis should be placed on the recruitment of students via open house, high school visitations, new releases, internal presentations, etc.

2. Recruitment of Night Students - Write up and send to area companies information regarding the MET night program. Investigate the possibility of teaching some courses on-site at selected companies.

3. Cost Reduction - Continue an aggressive search for donations of instructional supplies from industry as well as government agencies.

4. Investigate methods of teaching laboratory sessions effectively with the least cost necessary for instruction and investment in capital.

5. Review existing laboratories and identify equipment and locations so that part-time faculty can utilize them effectively.

6. Establish an inventory and ordering system to minimize time consumed in the ordering and accounting of instructional equipment.

7. Continue efforts in finding employment for our graduates.

PHYSICS DEPARTMENT/PHYSICAL SCIENCE

The Physics Department provides support courses to many of the technical programs as well as for many of the college-transfer students. The emphasis in the department has been to teach basic fundamental concepts and to show how these concepts can then be used in the solution of a variety of problems. In order to assist students in their study of physics, extensive use has been made of learning (behavioral) objectives. Student response has been most favorable.

Some specific accomplishments and future plans are as follows:

1. The one-semester, career-oriented, technical physics course was restructured so that students could select (within certain restrictions) the topics which he/she wished to study, and so that he/she could successfully complete a major portion of this course on their own, outside of class. To make this possible, it was necessary to thoroughly revise the previously used behavioral objectives, supplement the textbook wherever necessary with additional explanatory materials, and write detailed laboratory procedures for many of the laboratory experiments.

2. A special section of the one-semester technical physics course is planned for next fall. This course will be offered only to those students enrolled in the two-year Respiratory Therapy program. Most of the topics to be covered will be those of immediate application in this field of specialization.

3. A new course in Physical Science, with topics from mathematics, physics, and chemistry, was designed for the Respiratory Therapy program, and is presently being taught. This course will be revised and continue to be a regular offering of the department.

SOCIAL SCIENCE DIVISION

Criminal Justice

The Department changed its name from Law Enforcement to Criminal Justice since the two programs were now located in the department: Law Enforcement and Corrections. Our enrollment has continued to grow. One year ago we offered five different courses during the Spring semester and this Spring we offered a total of 9 courses.

The Corrections Program was expanded from a one-year certificate program to a two-year curriculum leading to an Associate in Applied Science degree by the Junior College District in January 1975. Currently there are approximately 50 students in the Corrections Program.

The curriculum for police officers in the Law Enforcement Program was changed to reduce the required number of Law Enforcement hours from 27 to 21 of which only 15 are now mandatory. This will allow more flexibility in their program. The five mandatory or core courses are:

51.150 The Criminal Justice System
51.160 Criminal Law and Procedure
51.168 Rules of Criminal Evidence
51.182 Juvenile Procedures
51.272 Criminal Investigation I

Pre-employment students will still be required to take 27 hours of Law Enforcement courses.

This year we no longer provided six credit hours of instruction in the St. Louis Regional Police Academy. This program had been previously funded through the Federal Law Enforcement Education Program (LEEP). With a change in the funding priority system by the Federal Government and the enlargement of our on-campus program, funds were not available to pay for the academy instruction. The President's budget (FY 1976) sent to Congress this year recommended a 45% cut in LEEP funding. This is bound to have some impact, since a large portion of police officers are receiving LEEP funding. It may not seriously effect enrollment; however it will probably effect the number of hours taken per student. The City of St. Louis will pay up to six hours for their officers upon completion of the courses with a grade of C or better.

The Department this year began a new program working through the Continuing Education Division. This involved offering two-day seminars in Police Photography, Safe Burglary Investigation, and

Police Patrol Concepts and Techniques. These seminars have been well received and the Department is planning to offer a total of five next year.

History

The major goals of the History Department are to:

1. broaden each student's understanding of the human experience as expressed through human interaction in social, political, economic and cultural institutions.

2. help students expand their understanding of themselves and their own society as they develop their understanding of human history.

3. promote an understanding of the historical development of our society and other societies which will help each individual student to decide what values and practices are worthy of conservation and which should be changed.

This also means attempting to teach students how to think historically. In other words to read, to analyze, to distinguish the complex relationships among institutions and events--to think critically.

The History Department contains a variety of teaching methods and styles in order to achieve those general objectives. Some of the methods are: informal discussion, audio-visual technology, television presentation, team teaching, and lecture. It also encourages innovation in classroom technique and course organization.

History takes its proper place in the Social Sciences by using the past as a laboratory of human behavior; thus, using this as a tool in the planning of the future. The Department is committed to the need for flexibility in order to do so, but also recognizes the legitimate claim of the discipline and learning required for effective education and especially for giving its students the opportunity to acquire the tools to think critically and intelligently about the society in which they live.

We have offered the History of Revolutionary Movements, History of China, American Women: Their History, and U.S. in the Twentieth Century. In the Spring of '76 we will broaden our course offerings with emphasis on the Bicentennial by creating a symposium on the American Revolution, possibly as a team taught project of

the History Department. Listing courses and sections in the schedule, and the method by which each section will be taught--giving the student the option of choosing the type that best suits his talents and interests has proven successful and will be repeated.

We have volunteered to complete the Participative Management Project as a pilot project for the Fall of '75. This includes the process of developing objectives, methods of implementation, and an effective means of evaluation for the continuing growth of the History program.

Political Science

During the fall semester there were three full-time members of the Political Science Department - Jo Clayton, Stan Piekarski, and Tom Zant. Since Stan is a member of the Missouri House of Representatives, he was granted a leave of absence for the spring semester.

Objectives

The general educational objectives of the Political Science Department are to provide the students with an interpretative framework for understanding politics, and to encourage and promote the development of analytical skills. We are also committed to aiding the students in identifying their strengths and weaknesses, to classroom innovation, and to keeping up with current research in our areas of interest. In all of our contacts with the students we try to interact with them as individuals in meeting both their intellectual and personal needs.

Teaching Innovation: The Introductory Course

Throughout the entire year Jo and Tom continued the development of their modular approach in the introductory course. Each instructor offered several modules a semester, and a student was free to take any four. Four modules plus a self-directed study section at the beginning of the course satisfied the course requirements. Significant choices were available at the beginning of each semester when each instructor presented a different framework for interpreting and understanding the American political system. Jo looked at the American governmental system from the perspective of its political culture, and Tom analyzed American politics from an elitist perspective. Several of the other modules offered dealt with topics which are usually covered in an

introductory course on American government - the Presidency, Congress, the Courts, and Individual Liberties. In addition to these traditional modules, the students had four other choices available to them. One was a simulation module where the students on three different days played three different games simulating various aspects of the political process. A second choice involved the use of a computer for analyzing data for the last six Presidential elections collected by the University of Michigan's Survey Research Center. This data was acquired through the University of Iowa, and Jo Clayton wrote a manual explaining how to use both the data and the computer. The third alternative involved working in a political campaign, and lastly students were free to request our permission and guidance to work on individual projects.

After the information contained in student evaluations from this year is analyzed, we will have some empirical data to use in planning for the future, but some changes have already been decided upon. In the coming year we will continue to build more choice into the course. In the fall Tom will offer a module comparing different political ideologies, and Jo is considering offering a new module in the spring semester. At this point we can report that the modular approach has been very favorably received by the students.

Sophomore Courses

During this past year two sophomore courses were offered to the students - State and Urban Politics and International Relations. Each of these courses is designed to introduce the students to another dimension of the discipline of Political Science. In both contemporary problems are discussed, the latest findings of the discipline are presented, and films and simulations are used whenever they are appropriate. Both of these courses will be offered next year along with a course on the Politics and Society of the Future.

Psychology

During the 1974-1975 academic year the Psychology Department continued to offer a wide variety of courses for our heterogeneous student body. Courses offered included: General Psychology I, General Psychology II, Child Psychology, Social Psychology, Parent Effectiveness Training, Behavior Modification, Abnormal Psychology, Psychology Lab, Psychology of Crisis, and Psychology of Grief. Many of these courses (e.g., Psychology of Crisis and

Psychology of Grief) are specifically for career oriented programs like Law Enforcement and Mortuary Science.

Realizing the importance of applied Psychology, the members of the Psychology Department have been demonstrating to our students the relevant application of psychological concepts. In this direction we have been discussing with St. Louis University a job placement program for Psychology majors. This would be a joint effort involving both institutions in an innovative program for students interested in careers in Psychology. The program would consist of considerable field experience in conjunction with basic academic approaches. Other discussions have been held with representatives of state health centers to develop a combination academic and on the job training program for mental health assistants.

We continued to implement our policy of providing our evening students with the same high quality instruction that our day students receive. This goal has been accomplished by having one full time instructor teach almost exclusively in the evening and other members of the department offering courses in the evening.

The members of the Psychology department continued their involvement in worthwhile research projects. We worked with the Psychology Department at Meramec College on a study to determine racial biases in certain psychological personality instruments like the California Psychological Inventory. With Ethera Brown, a former FPCC faculty member, we also participated in an impression formation project. This study involved the determination of the effect of racial identification on the persuasiveness of a standard message.

One of our colleagues, Bob Baldwin, was on sabbatical during the fall semester of 1974. Bob experienced the Taiwanese higher educational system by teaching at the college level. He took this opportunity to exchange ideas and interact with new colleagues. Bob also was able to visit many psychologically related institutions (e.g., mental health centers and facilities for retarded children.)

Objectives for Next Year

1) To help students understand the basic principles of Psychology.

2) To use learning materials which are free of racial bias.

3) To use learning materials which are free of sexual bias.

4) To encourage students to increase their pedagogical skills.

5) To treat equally day and evening students in Psychology course offerings.

6) To help students understand their own personality as well as others'.

7) To encourage faculty members to increase their pedagogical skills.

8) To encourage faculty members to grow professionally.

9) To protect academic freedom and to encourage individual creativity among Psychology Department members.

10) To encourage Psychology Department faculty members to participate in the JCD structure at the district, college, division and department levels.

11) To develop academic ties with local senior colleges in the area.

12) To develop academic ties with secondary schools in our district.

Sociology

The sociology department is continuing its general contributions to the college and the district, and its practice of attempting to meet many of the needs of its students.

In line with the requests of the Participative Management Project, the department has submitted its first draft of Objectives.

The sociology department is also mindful of the stated goals of Affirmative Action, and is moving ahead in this direction. The two new part-time additions to the department this year have been black (female and male), and they are scheduled to remain with us during the fall 1975 semester.

Our full time members have made significant specific contributions to the college and district, particularly in terms of serving on a number of time-consuming District and college committees. Several have also been very active in community-based groups.

One of our "special problems" courses, Criminology and Deviance, is now cataloged and a regular part of the sociology offerings. That this course is now a required course in the new Corrections

Curriculum reflects our continuing effort to work closely with other departments and programs in servicing J.C.D. students.

The department is offering for the first time -- fall semester 1975 -- a course combining Introduction to Sociology with practical help in study skills. The course will carry 3 transfer credits in sociology and 2 non-transfer credits in basic skills.

Again, in addition to our regular summer offerings, the department has scheduled a mini-session Introduction to Sociology course.

One of our stated objectives for next year is to "identify students planning to major in sociology at 4 year institutions, and to provide within the department an effective system of advising them." We began this process spring semester on an informal basis, and plan to continue in a more systematic manner. In addition, we are planning a follow-up on our students' progress in the area colleges, so that we might adjust and modify our curriculum, techniques, course content and advising to better meet the needs of these students while keeping in mind that all our students will not transfer to four year institutions.

Human Services

A General Statement

The goal of the Human Services Department is to provide academic experiences, i.e., working college base and actual experience that will enable students to function in a wide range of agencies and services in the helping professions.

The Human Services Department contains three curricula: Human Services, Child Care, and the Child Development Associate.

HUMAN SERVICES CURRICULUM, begun in 1972-73, has continued to grow and receive acceptance in the general community. Increasing numbers of students are being referred to us by agencies using para-professionals and wishing to upgrade their competencies.

CHILD CARE CURRICULUM is also continuing to expand. Presently, it serves two functions:

1) Of offering basic academic training to students wishing to seek employment in serving young children, and

2) Offering courses and renewal of persons already employed in the field.

THE CHILD CARE ASSISTANT CURRICULUM has been developed under a grant from the Office of Child Development and is a competency-based curriculum offering students two options. They may choose one or both of these options. The course prepares students to apply for the newly-created Child Development Associate credential which is based on the student's ability to perform with young children in a competent fashion. Six areas of competency essential to the credentialling process have been delineated by the Child Development Associate Consortium, and the program is built around these competencies. A second option offers the student the opportunity to add Liberal Arts courses with the goal of receiving the Associate in Applied Science Degree.

Mandates of the Program

The goal of the Human Services curricula is to stress proficiency and professionalism in the following areas: (1) Self-understanding, (2) Knowledge of the field, (3) Specific skills, and (4) Practical experience.

The Program's Assumptions

HUMAN SERVICES CURRICULUM assumes that it can prepare students for an entry-level position in the Social Services field through a combination of specific courses in Human Services, Liberal Arts courses, and supervised field experience, and courses designed to develop interpersonal dynamics.

CHILD CARE CURRICULUM assumes that it can train Child Care workers through a combination of Liberal Arts courses which develop knowledge of the field and specific skills, and a series of first-hand experiences with young children.

CHILD DEVELOPMENT ASSOCIATE CURRICULUM assumes that students are prepared for the field of early childhood education when they have developed a specific set of competencies. The program seeks to develop these competencies through a combination of experiences in the field, independent study using modules as study guides, and field trainers as facilitators, and course input through work experiences, lectures, films, tapes and other guided experiences. The experiences are designed to help the student prepare for the credentialling experience. The student may also earn the Associate in Applied Science degree by fulfilling Liberal Arts requirements.

What has been done

HUMAN SERVICES CURRICULUM , begun in 1972-73, has offered Human Services courses through faculty with extensive experience in the Social Services field, and field experience under the supervision of experienced practitioners. In our two years of experience we have stabilized the program and begun to think through possible refinements. The State Department evaluated our program and the goal-setting process of participative management has helped us to more clearly define some directions for the future.

CHILD CARE CURRICULUM, also begun on this campus in 1972-73, has stabilized to the point that we are now able to ask ourselves a number of questions about the program:

1. How can we develop linkages between the courses so that they become part of a total experience rather than individual courses?

2. How can we develop linkages between the courses in such a manner that we will avoid repetition?

3. How can we organize the courses in such a way that they will provide the kinds of experiences that will equip students to apply for the Child Development Associate credential?

We have presented these questions at the May Meeting of the Child Care Advisory Committee at Florissant Valley and look forward to the development of a task force formed of members and administrators from both campuses.

CHILD DEVELOPMENT ASSOCIATE CURRICULUM has been an exciting opportunity to develop a new method of training. To learn to teach by teaching under guidance has shown itself to be an effective means to the development of self-confidence, greater responsiveness and responsibility, and an acceptance of education as an on-going process. The Child Development Associate students take responsibility for their own learning to a great extent and in the process become self-evaluators, identifying their own strengths and weaknesses and searching for resources to solve problems which they have identified.

The program requires a commitment of time and effort that will make it inappropriate for some of the students that we serve. During this year one of the trainers has been working to develop a feeling

for the interrelationships between the two programs so that we may incorporate those things which we have learned from Child Development Associate program into the main stream of our Child Care programs after the Pilot Grant has ended. The CDA has given us opportunities to train students in both city and county settings and has increased the credibility and influence of the Child Care faculty and staff at Forest Park Community College.

What must yet be done

HUMAN SERVICES CURRICULUM is asking a number of questions as they take an in-depth look at the Human Services courses as they relate to goals of the Department. They recommend that we reevaluate the "Introduction to Human Services," giving attention to the amount and kinds of material to be covered and the possibility of new design for this course. The instructors of this course plan to make specific recommendations regarding the shape of this course.

Students in the Human Services curriculum bring a variety of competency levels to the courses and there are those who have had a great deal of practical experience. There seems to be a need for a special techniques class for students capable of doing therapy and in-depth counseling. Outlines for such a course are presently under preparation and will be submitted in due time.

Another idea under consideration is a proposal for some structure for allowing students to delineate a specific problem of interest to them for which they would receive a study arrangement, and for which they would receive credit. General guidelines for such an option need to be proposed and this is also being investigated.

THE CHILD CARE PROGRAM presents the challenge of integrating the program so as to avoid repetition and make course work more meaningful. This is being studied by our own staff, and, hopefully, will be incorporated into the task force of the Junior College District.

The challenge of building the kind of experience that will prepare students for the CDA credential is also under advisement.

The Child Development Associate Program has finished its pilot phase during this year. The next challenge is that of revision of materials, documentation of the process involved in the development of the program, and plans for the participation of the Forest Park staff in the dissemination of the CDA concept.

In 1974-75 the Human Services Department has felt increasing community acceptance and interest dampened only by the tightness of the job market. This year has been one of growth and questioning. The challenges for the future are clear.

CONTINUING EDUCATION

The main focus and thrust during the 1974-1975 academic year was to broaden activities toward meeting the identified skill development, cultural and community enrichment, personal recreation and entertainment educational needs and interests of community residents.

173 courses (credit, community service credit and non-credit) were planned to be offered during academic year 1974-1975. A number of independent study courses were also planned. The division was conservative in its estimates for state aid purposes but it did project an enrollment of 3,340 students and some 10,020 credit hours for the year.

Examination of actual enrollment and credit hour productivity indicates a substantial increase of enrollments and credit hours over that projected for the year. 248 courses were actually offered as compared to the 173 courses planned showing an increase of 75 courses. 499 independent study courses were taken during the year. 6,551 students were actually enrolled as opposed to projected enrollments of 3,340. This represents an increase of 3,211 students.

10,020 credit hours were projected with actual credit hour production of 16,000 credit hours. This represents an increase of 5,980 credit hours over the number of hours planned during the year.

The division continued widening its existing community based efforts as it began offering credit and non-credit courses at new locations such as Nottingham School, Maplewood-Richmond Heights Senior High School and University City Senior High School. The division also began offering courses at United Auto Workers, Local 25, to meet the needs of this group off campus.

Community Development Project Sycamore was established in the northside area.

The Electrical Construction Management Program was developed and two courses in the program were offered.

Several conferences and institutes were held for example, Lung Conference, Central Service Conference, The Pharmacology Seminar and Food Service Conference.

The Labor Studies Center was established in the Division as well as several new courses offered in Labor Studies.

The St. Louis Metropolitan Health Manpower Project was started in the Spring with an initial grant from the Mayor's Office of Manpower Planning (C.E.T.A.).

Plans for the academic year 1975-1976 have been developed out of experience and research and include expanding course and workshop offerings at all community based locations, business and industry, schools, hospitals, churches, union halls, government agencies, etc.

The Division plans to move toward fostering increased growth in the area of conferences and institutes. In most disciplines several conferences and workshops are scheduled in health occupational areas, for example; Instrumental Electronics, and Immunology for Laboratory Technologists, Ultrasound, Radiology Pathology, and Refresher courses for Radiology Technologists, and Physical Assessment, Team Leading, and Supervision for Registered Nurses. Continued efforts will be made to meet educational needs of special interest groups on campus. Plans also call for developing special types of arrangements and telecourses with KETC-TV/Channel 9, to meet the needs of those persons wanting to utilize this type of delivery system to meet their educational needs and interests. Work will continue on the development of urban and regional planning technician, labor studies, nurse assistant, central service, and emergency medical technology (200 clock hours, one-year program). A number of new programs are planned such as laser optics technology, audio speech pathology, auto service technician, cosmetology, management assistant, and executive housekeeping.

Projections for 1975-1976 are conservative again for state aid purposes. 172 offerings are planned (seminars, short courses, workshops, conferences, etc.), credit as well as non-credit.

The offerings will be based on identified special needs and interests of people and organizations in the community served by the Forest Park Community College Continuing Education Division.

A base enrollment of 3,440 students is projected with an expected generation of 10,320 credit hours.

INSTRUCTIONAL RESOURCES

Audio Visual Department

The 1974-75 academic year has been a very difficult, but productive year. As a result of the administrative reorganization in the department, some changes and improvements were made. There is, however, considerable room for additional improvement.

One of the major accomplishments during the academic year was the completion of the sound and projection control systems in the six lecture halls in the east classroom wing. Funding was also secured for rennovating the two, 150-station lecture halls in the Performing Arts Center, developing an on-line computer terminal for the delivery, pickup, and inventory of audio visual equipment, and the expansion of the ISI laboratory into the Library reserve area.

Several efforts were undertaken during the past year to institute a more service-oriented program. The film booking and schedulling system was totally redesigned to eliminate previously reoccurring problems. A publication of confirmed films to be used on campus is produced and distributed weekly, increasing the utilization per film rented. In addition, most of the commercially prepared materials were transferred to the Library for housing, cataloging, and circulation. In-service workshops were conducted with the audio visual staff in an effort to improve services provided. In addition, the following media in-service workshops were conducted for the college faculty, students, and staff:

Paper Reproduction Techniques and Processes
Overhead Transparency Making and Utilization
Operation of Basic Audio Visual Projection Equipment
Operation of Basic Audio Equipment
Basic Photography and Slide Production

The instructional staff increased significantly their use of audio visual services during the 1974-75 academic year. Services utilized are as follows:

Description	Data	Usage Factor
Equipment Requests	4801	+31%
Production Requests	2232	+41%
16mm Film Orders	1207	-18%
Service Requests	3377	+4%
Student ISI Lab Utilization	1300	-27%
Faculty Utilizing Services	51%	-3%
Total Pages Duplicated (Offset)	4,901,000	+24%
Total Xerox Copies	457,200	+27%

Objectives which the Audio Visual Department hopes to accomplish during the 1975-76 fiscal year are:

1. Complete the sound system and remote projector control unit rennovation in the two lecture halls in the Performing Arts Center.
2. Install and operationalize the audio visual equipment inventory system.
3. Expand the graphics services into a more suitable facility.
4. Rearrange and install partitioning, which will provide a more functional workroom area.
5. Prepare a complete set of departmental objectives via the Participative Management process.
6. Revise, update, and expand the audio visual procedure manual.
7. Relocate and expand audio visual repair services.
8. Provide additional assistance in the process instructional development.

Instructional Television

April, 1975, marks the sixth anniversary of full operation of Forest Park's oldest IR system, Phase I of instructional television. Day and evening programming will reach over four thousand (4,000) hours by the end of the academic year. At this time, the FPCC/ITV video tape library contains over three hundred thirty-six (336) titles for instructional use.

On the other hand, ITV is facing equipment problems as a result of the obsolence of black and white broadcast quality television equipment. All ITV equipment included in Phase I is now obsolete. While most of the equipment can be maintained with standard replacement components, such is not the case with the system black and white cameras. Specialty parts, designed for use in these cameras, are no longer available, nor is the camera cable. The continued life of the system recording capability is estimated at ten to sixteen months, at best.

Television at Forest Park was planned in three phases of development. All equipment included in Phase I will be used in Phase II, with minor exceptions. Equipment with limited life will be delegated to less critical functions. Phase II includes color, broadcast quality standards, post production editing capability, additional facilities and rennovation of L-011 into an adequate television recording studio.

The ITV staff and student assistants have always had confidence in the instructional value of the medium and that use of Phase I would eventually justify moving into Phase II. It was necessary to test this confidence just a few short weeks ago. After informing the administration of pending equipment

problems, the ITV staff informed three instructors of the situation. Those who use ITV services are in a better position to evaluate the effectiveness of the medium than those who render the services. The future of instructional television was placed in the hands of the faculty at this point.

Within days, the three instructors informed other faculty members of the status of ITV. In less than three weeks there have been numerous meetings of instructors to evaluate ITV services and make recommendations. Countless evening and weekend hours have already been spent by instructors working on those recommendations. Interestingly enough, the FPCC faculty has requested the ITV staff to remain on the side lines at this point. We have been told, don't call us...we'll call you...when we need you. This could only happen at Forest Park and the ITV staff is grateful to the FPCC faculty.

The support of the Forest Park instructors of ITV Phase II takes precedence over inclusion of other accomplishments in this 1974-75 Annual Report.

In addition to fourteen, self-directed goals established by the staff and student assistants for 1975-76, the staff will also seek cooperation from the administration in completing the following goals.

1. Funding of ITV Phase II and installation through expertise already available at Forest Park.
2. Approval of an ITV staff member to work in both the programming and engineering/maintenance areas.
3. Completion of plans submitted in 1972 to rennovate L-011 into an adequate television studio.
4. Completion of plans submitted in 1970 to provide proper lighting and acoustics in the ITV Central Control Room.
5. Completion of plans submitted in 1970-72 to remodel the ITV schedulling office allowing adequate space to perform job functions and improve ventilation.
6. Occupy an area adjacent to the ITV studio for ITV graphics and set construction and active storage, thus eliminating set construction taking place in the hallway and the need to carry water in buckets as has been done for the past seven years.

Library

1974-75 again saw the Library try to serve the needs of the Forest Park community. It saw the Library try to support the instructional program, provide informational materials, and encourage the recreational interest of our students, faculty and staff. 1974-75 saw the installation of the book security system and approval of the Reserve Room/Individual Student Instruction Laboratory rennovation plans. Both of these events are the realization of long-standing plans and

ideas, and represent the Library's continuing efforts to improve services and facilities.

I. Highlights of 1974-75

A. On October 17, 1974, the 3M Spartan Book Theft Detection System was installed. Although the Library regrets the circumstances necessitating this step, we appreciate the reception and acceptance given it. Both students and faculty have cooperated beautifully in adjusting to the new procedures necessary for the proper function of the system.

An interesting statistic has also emerged from having this system. 106,754 persons have used the Library between October 17, 1974 through April 30, 1975. This information is from an electronic counter at the system's exist point.

B. Earlier this month the rennovation and relocation of the Reserve Room/Individual Student Instruction Laboratory (ISI Lab) was approved. This consolidation now allows for the :

1. combining of print and media reserve materials in one location.
2. added availability of these materials because of the Library's evening and weekend hours.
3. improvement in the service offered to students by both departments.

II. Problems of 1974-75

The Library like all college departments has a limited budget for material acquisition. Again this year, many of the items requested by the faculty have not been purchased. Also, because of the long delay in getting the book security system, we have a great many missing books. We are identifying these and with either special funding or a sufficient book budget, we will reacquire the more important titles.

III. Statistics: July 1, 1974 - April 30, 1975

New books added:	3,030 volumes
Circulation:	17,641 regular loan period items 6,791 Reserve Room items
Interlibrary loans:	1,280 total transactions
Microfilm Copies:	2,093 copies made for student use.
Orientation Programs:	Fall, 1974 - 57 tours involving 1,254 students.

Orientation Programs: Spring, 1975 - 44 tours involving 880 students.

Also during this spring semester, many classes held informal sessions in the Library while working on library problems. We estimate about 34 classes involving 510 students used this service.

IV. Goal for 1975-76 and for Future Years

The Library's goal is to serve the educational, informational, cultural and recreational needs of the total Forest Park community, and to do this in an effective, efficient and courteous manner.

OFFICE OF INSTRUCTION SUMMARY

I. Accomplishments:

During the 1974-75 school year the Office of Instruction continued to work towards the achievement of previously stated goals. Several of the following accomplishments are of note:

A. The Office of Student Personnel Services and the Office of Instruction have cooperated toward achieving a system whereby students are admitted to the college and then, through departmental analysis of student ability in many cases including student interviews, they are then admitted to a program. We are still committed to the concept of each student having the opportunity to see a counselor or faculty advisor prior to identification of curriculum and registration.

B. Academic administration has volunteered to serve with three other instructional departments in going through the five steps involved in the Participative Management process by September 30, 1975. From the experiences of these four instructional areas, the Participative Management Team intends to gain insights into the application of the long-range planning process for all areas of the college.

C. FPCC was represented by the Office of Instruction on the District Title III Proposal Team. In addition, many faculty and staff participated in individual program development within the overall Title III Proposal.

D. The Capital Program Availability Study initiated by the State Department of Higher Education was completed by the Office of Instruction and submitted to the State Department.

E. In cooperation with the General Curriculum Division, a complete revision of the proposal for funding of the General Curriculum by the State Department of Education was accomplished. In conjunction with this revised proposal, the Office of Instruction is attempting to achieve through the cooperation of the District Data Processing Office a computerized report which can be submitted to the Disadvantaged and Handicapped Section semi-annually. This report and the ultimate follow-up desired by the State Department of Education will yield approximately $125,000 annually to the JCD.

F. The refurbishing of the six lecture halls in the east wing with new audio-visual controls was accomplished at the end

of the fall semester 1974. In addition, work has begun on the two lecture halls in the theatre building for the same A/V control unit.

G. A complete revamping of the theatre sound system is under way.

H. Also accomplished with special project money, the individualized student instruction lab is being moved from the lower level of the IR Building to the lower east mezzanine area of the library. This physical move should make the lab more available to students in addition to providing a more satisfactory atmosphere.

I. A cooperative effort on the part of the Office of Instruction, the Division Chairpersons, Department Chairpersons, and faculty of vocational programs resulted in a highly complimentary evaluation report from the State Department of Education. The visitation by the evaluation team was held in February. At this writing, the State Department has not contacted us for a follow-up meeting but one is soon anticipated in order for us to discuss minor differences of opinion in terms of the evaluation committee's recommendations.

J. Another goal is that we plan to satisfactorily comply with the State Department of Education in a follow-up study regarding the vocational education visit and evaluation held in February 1975.

K. Every advisory committee for which FPCC is responsible met at least once during the year prior to the State Department's evaluation visit. Several of these committees have met much more frequently.

L. New Programs:

1. Planned:

a. Operating Room Technology

b. Respiratory Technician

c. Science and Engineering Technology

d. Chef's de Cuisine through the regular Hotel, Motel, Restaurant Department.

e. Expansion of the Corrections Certificate Program into an AAS Corrections option within the Criminal Justice Department.

2. Begun:

   a. Team Project, begun summer 1974, was continued throughout the entire 74-75 academic year with plans to continue during 75-76.

   b. Mass Communications career curriculum began fall 1974.

   c. Safety option to Fire Protection Technology began spring 1974 and was continued through 74-75 academic year.

   d. Medical Transcription Certificate Program began fall 1974.

   e. Secretarial Certificate Program began fall 1974.

   f. Building Inspection and Code Enforcement Technology curriculum began spring 1975.

3. Completed:

   a. Recreational Leadership graduated first class in spring of 1975.

   b. Bio-medical Technician graduated first class in spring 1975.

M. An up-date of the physical facilities survey of instructional space was completed early in 1975 and submitted to the District Physical Facilities Office.

N. As a result of increased faculty certification, and continued precise reporting of information to the Vocational Education Division of the State Department of Education, FPCC received additional monies above last year's reimbursement.

O. Through the newly established office of student follow-up, the first institutionalized follow-up of graduates from career curricula was instituted with the final compilation of results completed in February 1975.

P. Uniform guidelines concerning the giving of Incompletes was established by the Office of Instruction and submitted to all instructional staff.

Q. Upon the recommendation of FPCC, a District task force was formed to examine the use of incompletes and withdrawals and had made a recommendation, approved by DISC, for the establishment of a new grade, re-enroll, to be given restricted usage to skill laboratories where students progress at their own pace.

R. A policy limiting late registration to the first two weeks after regular registration was implemented for the spring semester 1975. This policy will be reused during the 1975-76 academic year with the relaxation of the two-week standard to three weeks.

S. A new system of alerting division chairpersons to the fact that certain sections are near closure was recently developed and has been initiated for registration for the summer 1975.

T. Through the cooperation of the Department of Reading, the services of reading instructors were made available to other departments in an attempt to give those departments assistance in improving reading skills of students in their classes.

U. The Division of Continuing Education was physically moved from the hallway on the second floor of the Student Center to more appropriate space on the patio level of the west wing.

V. The student credit hours for the 74-75 academic year far exceeded all expectations. Approximately 14,250 student credit hours were generated for the academic year above our original projection.

W. A security system for the library was purchased and installed during the fall semester 1974.

X. A new program in office occupations allowing for open entry/open exit, based upon the concept of students being self-taught through the use of instructional media, was implemented late in the summer 1974 and continued through the 74-75 academic year.

Y. The Office of Instruction participated with other administrative offices and representatives of division chairpersons and the faculty in developing a hiring practices manual which should be refined and finalized during the summer 1975.

Z. The Office of Instruction cooperated with Student Personnel Services in developing an ITV program for student orientation.

AA. The Office of Instruction has recommended to the Registrar that a follow-up of transfer students be initiated with six four-year colleges and universities in the immediate area. The success of this follow-up is, of course, dependent upon the ability of the other institutions to respond to our needs for student follow-up data.

II. Goals:

A. As indicated under the section concerning accomplishments, academic administration is serving as one of the experimental departments in going through the five-step process for Participative Management. Therefore, no goals are being listed at this time, but an addendum to this document will be issued October 1 when the complete set of academic administration objectives, implementation events, identification of personal responsibility, constraints, and evaluative procedures have been completed.

B. The Office of Instruction plans to aid in the smooth transition in anyway necessary to help the new office concerning research and institutional development. This would include the investigation of the functions outlined for that office that deal with instruction at Forest Park Community College.

C. It is our plan to continue working with the Dean of Admissions and the Community Relations Office in the scripting, production, and recording of career interest audio tapes. Along this same line we will continue working with the Admissions Office in their testing procedures in hope of having a continuous registration process for admissions.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 20 1976

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JUNIOR COLLEGES